

NEW JERSEY DEPARTMENT OF EDUCATION

OFFICE OF TITLE I



2015-2016 TITLE I SCHOOLWIDE PLAN*

*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

DISTRICT INFORMATION	SCHOOL INFORMATION
District: HAMILTON TOWNSHIP SCHOOL DISTRICT	School:Greenwood
Chief School Administrator:Dr. FICARRA	Address:90 Park Avenue, Hamilton, NJ 08690
Chief School Administrator's E-mail:Dr. Ficarra@hamilton.k12.nj.us	Grade Levels: Preschool - 5
Title I Contact:Rich Pepe	Principal:Katherine Taylor
Title I Contact E-mail:RPepe@hamilton.k12.nj.us	Principal's E-mail:ktaylor@hamilton.k12.nj.us
Title I Contact Phone Number:609-631-4100	Principal's Phone Number:609-631-4151

Principal's Certification

The following certification must be made by the principal of the school. Please Note: A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

X I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Katherine Taylor
Principal's Name (Print)

(on file)
Principal's Signature

6/29/15
Date

Critical Overview Elements

- The School held _____1_____ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$79,768, which comprised 70.6% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$96,811, which will comprise 57.0% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Early Intervention	1, 2, 3		Instructional Supplies	\$5,000
Title I Teachers, Title I Coaches	1,2,3		Salaries	\$66,161
Parental Involvement:	3		Non-Instructional and Instructional Supplies	\$7,946
			Salaries	\$1,000
				\$19,800
Professional Development	1, 2		Professional Travel and Vendors	\$17,500
Pilot 1 or 2 Personalized researched based reading program for struggling students	1		Instructional Supplies	\$4,000
Homework/Tutoring Program	1, 2, 3		Salaries	\$15,840

ESEA §1114(b)(2)(B)(ii): “The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;”

Stakeholder/Schoolwide Committee

Select committee members to develop the Schoolwide Plan.

Note: For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan. **Add lines as necessary.*

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Katherine Taylor	Building Principal	Yes	Yes	Yes	
Jill Hale	Title I (Teacher/Coach)	Yes	Yes	Yes	
Melany Maro	Title I (Teacher)	Yes	Yes	Yes	
Cynthia Marks	Basic Skills (Teacher)	Yes	Yes	Yes	
Daraka Saunders	Community Member	Yes	Yes	Yes	
Love Tift	Parent (PTA President)	Yes	Yes	Yes	
Richard Connover	Parent (PTA)	Yes	Yes	Yes	

Stakeholder/Schoolwide Committee Meetings

Purpose:

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
5/26/15	Greenwood School	Comprehensive Needs Assessment	Yes		Yes	
5/26/15	Greenwood School	Schoolwide Plan Development	Yes		Yes	
5/26/15	Greenwood School	Program Evaluation	Yes		Yes	

**Add rows as necessary.*

School's Mission

A collective vision that reflects the intents and purposes of school-wide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

What is the school's mission statement?	<p>The Greenwood School community (parents, teachers, staff, students) is committed to establishing and promoting academic excellence, innovate programs and community involvement. Together we will nurture and encourage the whole child to learn and to succeed. The parents and school must work cooperatively to be successful in our endeavors to educate children. This can be accomplished by communicating our needs and expectations, establishing common goals, and striving for improvement.</p> <p>Greenwood Elementary School will serve as as the foundation for the future of our students. We will use available resources, including technology, to provide the fundamentals of education for a diverse population.</p> <p>We seek to meet the needs of all learners within a student-centered, data driven learning community where we continually collect, analyze and act on student performance data to improve teaching and learning.</p> <p>We will maintain a safe, disciplined and caring educational environment that focuses on high expectations, which enables our students to reach their full potential. We support our learners because they are capable, and we believe in them.</p> <p>Families are recognized as partners in the learning process. We embrace communication between staff and the community as we work to create the best learning opportunities for all children.</p>
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24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). *A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

Evaluation of 2014-2015 Schoolwide Program *
(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

- A. Did the school implement the program as planned?
 - a. Yes the program was implemented as planned utilizing all materials, strategies, and assessments referred to in the plan.
- B. What were the strengths of the implementation process?
 - a. Greenwood staff emphasized Literacy and Math content for the implementation process. Data Team, Grade Articulation meetings, PLCs analyzed various research-based strategies and assessments so that teachers could target instruction in those areas.
- C. What implementation challenges and barriers did the school encounter?
 - a. The most difficult challenge was planning meetings that were convenient for all involved staff members.
 - b. Limited instructional time for general and targeted groups due to PARCC testing administration.
 - c. Insufficient staff to service the total # of students in need.
- D. What were the apparent strengths and weaknesses of each step during the program(s) implementation?
 - a. Strengths
 - i. Focused and comprehensive vision that was shared by the committee members for all students at Greenwood School via school website, PTA meetings, and focus groups.
 - ii. Data was shared and analyzed consistently to drive instruction.
 - b. Weakness
 - i. Supervision and direction from Central Office from September to February was not present due to change in personnel.
 - ii. Insufficient teaching staff to service the total # of Greenwood students in need of services.

- E. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?
 - a. A collaborative approach is used at Greenwood School so that complete disclosure was in operation with parent groups and staff meetings.
 - b. A collaborative approach is consistently used to ensure all stakeholders had a voice for planning strategies for student improvement.
- F. What were the perceptions of the staff?
 - a. Staff was in agreement with all data shared. They understood and embraced the plan developed by the Title I School Wide Transition Committee. What tool(s) did the school use to measure the staff's perceptions? Faculty meetings, data team meetings, and grade-level articulation meetings were used as vehicles to dialogue about pertinent data that is relevant to the school population.
- G. What were the perceptions of the community?
 - a. The perception of the school by the community were positive and supportive in regards to the programming efforts. What tool(s) did the school use to measure the community's perceptions? Parent surveys, parent workshops, meetings were developed to measure perception of the quality of the programming offered at Greenwood School.
- H. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?
 - a. Delivery methods were centered around differentiated, whole and guided Math/Literacy group instruction by classroom, Basic Skills, and Title I teachers utilized Student Portfolio Needs Assessment criteria. Cooperative groups were developed by teachers to enhance instruction of all students.
- I. How did the school structure the interventions?
 - a. Interventions were structured on the basis of student individual needs through I&RS (Intervention & Referral Service) meetings and informal child study talks.. Students observed with specific academic needs were referred to the I&RS Team to provide individual strategies and interventions for student success. Interventions were structured by utilizing both Pull-Out and Push-In methods.
 - b. Students were provided opportunities to participate in O.S.T.(Out of School Time) tutoring for the PARCC assessments.
 - c. Students were provided opportunities to participate in (O.S.T)-S.T.E.M.

- d. Title I and district Data coaches provided individualized and school-wide intervention plans that met the needs of students there is a analysis of a comprehensive Needs Assessment .

J. How frequently did students receive instructional interventions?

- a. I&RS meetings and child study talks were held monthly
- b. Students were engaged in 8 weeks of intensive tutoring for the PARCC assessment after school
- c. Students were engaged in 10 weeks in integrated Science, Technology, Engineering, and Mathematics
- d. Basic Skills interventions were scheduled for 3 times a week. Title I interventions were scheduled for 5 times a week. Students not eligible for BSI or TI services received interventions daily by classroom teachers.
- e. Title I and district Data coaches were used to support Greenwood staff in further development of specific intervention strategies on a as needed basis.

K. What technologies did the school use to support the program?

- a. Greenwood utilized SMART Board and SMART Table technologies to enhanced instructional practices.
- b. The use of Google Docs to share information between instructional faculty members.
- c. Keyboarding Without Tears software to enhance technological skills of students.
- d. Powerpoint presentations and the use of the Dojo Behavior Management System.
- e. I-Ready was utilized for students in the summer Title I program. Students who had a license continue to utilize the softward during the school year.
- f. First in Math to increase math proficiency.
- g. Use of Ultra-books laptops for writing across the curriculum.

L. Did the technology contribute to the success of the program and, if so, how?

- a. Technology used throughout the school was evident by conducting walk-throughs, formative observations, and classroom visit.
- b. Data collected from survey demonstrated knowledge and use of technology among staff.
- c. Effective and intensive PARCC training (Keyboarding Without Tears, School-wide PARCC training for staff).
- d. Level of student and teacher comfort with use of technology during PARCC was evident from PBA to EOY.
- e. Faculty meetings consistently used Ultra-books to discuss agenda topics (research, teacher practice)

Evaluation of 2014-2015 Student Performance
State Assessments-Partially Proficient

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 4	25	Data not available at time of submission	Title I Teachers for 4th Grade, Title I & Data Coaches, PLC-Book Study (First 6 wk of school -Responsive classroom strategies) REAL Men Read, Title I Parent Focus Groups, Data Articulation Meetings, PARCC tutoring,	Current data is not available. Based on most recent data, some students demonstrated proficiency and some demonstrated growth in Literacy skills. The level of more intensive instruction is still needed at the classroom level.
Grade 5	25	Data not available at time of submission	Title I Teachers for 5th Grade, Title I & Data Coaches, PLC-Book Study (Essential Questions) REAL Men Read, Title I Parent Focus Groups, Data Articulation Meetings, PARCC tutoring,	Current data is not available. Based on most recent data, some students demonstrated proficiency and some demonstrated growth in Literacy skills. The level of more intensive instruction is still needed at the classroom level.
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	18	Data not available at time of submission	Title I Teachers for 4, Title I & Data Coaches, Math Bowls, Guided Math Grouping, Timed Math Fact Testing, Title I Parent Focus Groups, Data Articulation Meetings, First In Math Technology Program. PARCC tutoring,	Current data is not available. Based on most recent data, some students demonstrated proficiency and some demonstrated growth in Math skills. The level of more intensive instruction is still needed at the classroom level.
Grade 5	18	Data not available at time of submission	Title I Teachers for 5, Title I & Data Coaches, Math Bowls, Guided Math Grouping, Timed Math Fact Testing, Title I Parent Focus Groups, Data Articulation Meetings, First In Math Technology Program. PARCC tutoring, Lunchtime tutoring.	Current data is not available. Based on most recent data, some students demonstrated proficiency and some demonstrated growth in Math skills. The level of more intensive instruction is still needed at the classroom level.
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Evaluation of 2014-2015 Student Performance
Non-Tested Grades – Alternative Assessments (Below Level)

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 -2014	2014 -2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	7	Brigance II, Implementation of the Creative Curriculum, Early Skills Preschool Assessment, Data Articulation	<ul style="list-style-type: none"> ● Data was analyzed to identify targeted students eligible for intense services in Literacy. Some students demonstrated proficiency and some demonstrated growth in Literacy skills. The level of more intensive instruction is still needed at the classroom level.
Kindergarten	40%		Brigance II, DRA-2, Learning By Design Assessments, Implementation of Play Centers, Electronic District Student Portfolios	<ul style="list-style-type: none"> ● With the use of a district-wide criteria for the Electronic Student Portfolio, data was analyzed to identify targeted students eligible for intense services in Literacy. Some students demonstrated proficiency and some demonstrated growth in Literacy skills. The level of more intensive instruction is still needed at the classroom level.
Grade 1	13		Electronic Student Portfolio	<ul style="list-style-type: none"> ● With the use of a district-wide criteria for the Electronic Student Portfolio, data was analyzed to identify targeted students eligible for intense services in Literacy. Some students demonstrated proficiency and some demonstrated growth in Literacy skills. The level of more intensive instruction is still needed at the classroom level.
Grade 2	17		Electronic Student Portfolio	<ul style="list-style-type: none"> ● With the use of a district-wide criteria for the Electronic Student Portfolio, data was analyzed to identify targeted students eligible for intense services in Literacy. Some students

				demonstrated proficiency and some demonstrated growth in Literacy skills. The level of more intensive instruction is still needed at the classroom level.
Grade 9				
Grade 10				

Mathematics	2013 -2014	2014 -2015	Interventions Provided	Describe why the interventions provided <i><u>did or did not</u></i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	7	Brigance II, Implementation of the Creative Curriculum, Early Skills Preschool Assessment, Data Articulation	<ul style="list-style-type: none"> ● Data was analyzed to identify targeted students eligible for intense services in Math. Some students demonstrated proficiency and some demonstrated growth in Math skills. The level of more intensive instruction is still needed at the classroom level.
Kindergarten	40%		Brigance II, Learning By Design Assessments, Im, Electronic District Student Portfolios	<ul style="list-style-type: none"> ● With the use of a district-wide criteria for the Electronic Student Portfolio, data was analyzed to identify targeted students eligible for intense services in Math. Some students demonstrated proficiency and some demonstrated growth in Math skills. The level of more intensive instruction is still needed at the classroom level.
Grade 1	13		Electronic Student Portfolio	<ul style="list-style-type: none"> ● With the use of a district-wide criteria for the Electronic Student Portfolio, data was analyzed to identify targeted students eligible for intense services in Math. Some students demonstrated proficiency and some demonstrated growth in Math skills. The level of more intensive instruction is still needed at the classroom level.

Grade 2			Electronic Student Portfolio	<ul style="list-style-type: none"> ● With the use of a district-wide criteria for the Electronic Student Portfolio, data was analyzed to identify targeted students eligible for intense services in Math. Some students demonstrated proficiency and some demonstrated growth in Math skills. The level of more intensive instruction is still needed at the classroom level.
Grade 9				
Grade 10				

Evaluation of 2014-2015 Interventions and Strategies

Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	LBD-Intervention Kits, Differentiated instruction. Additional instructional time, Brigance, Hartcourt-Brace Intervention Kits, Coaching, Guided Reading, Fast track phonics	Yes	Special Education Student Portfolio, IEP Goals, Data Binders,	There was a level of growth in DRA levels, Brigance pre and post tests show improvement.
Math	Students with Disabilities	Math Bowl, Math Expressions Common Core 2012-2013 series	Yes	Special Education Student Portfolio, IEP Goals, Data Binders,	There was an increase in Brigance pre and post math tests score. Timed math facts test showed improvement.
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Coaching, Guided Reading, Early Intervention, REAL Men Read, Chat & Chew Parent Focus Groups, , ESL after school tutoring program, differentiated instruction, Push in and pull out for ESL services	YES	Electronic Student Portfolio, SGOs, Report Cards (ESL), Access Test(post), Wida Test(pre), Wida Model Rubric - <i>Speaking, Listening, Reading, Writing, Moving Into English</i> Unit Assessments, Teacher generated formal assessment	Students have demonstrated growth in the Wida Rubric, teacher formal assessments, and the pre and post Wida/Access results.
Math	ELLs	Coaching, Guided Math, Early Intervention, Math Bowl, Reach for the Top Math Fact Fluency Program, Chat &	YES	Electronic Student Portfolio, SGOs, Report Cards (ESL), Access Test(post), Wida	Students have demonstrated growth in teacher formal assessments, and the pre and post Wida/Access results.

		Chew Parent Focus Groups, support classroom instruction, Push in and pull out of ESL teacher		Test(pre), Teacher generated formal assessment	
ELA	Economically Disadvantaged	Coaching, Guided Reading, Early Intervention, REAL Men Read, 2nd Cup of Coffee and Chat & Chew Parent Focus Groups,	YES	Electronic Student Portfolio, Report Cards, SGOs, Data Binders	Some students demonstrated growth in teacher assessments. However, more intensive instruction is needed.
Math	Economically Disadvantaged	Coaching, Guided Math, Early Intervention, Math Bowl, Chat & Chew Parent Focus Groups,	YES	Electronic Student Portfolio, Report Cards, SGOs, Data Binders	Some students demonstrated growth in teacher assessments. However, more intensive instruction is needed.
ELA					
Math					

Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	PARCC tutoring	Yes	Informal Assessments	The 8 week before school tutoring program that assisted students in ELA was well attended.
Math	Students with Disabilities	PARCC tutoring	Yes	Informal Assessments	The 8 week before school tutoring program that assisted students in Math was well attended.
ELA	Homeless	N/A			

Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	After school tutoring program, Family Latino Literacy Program, Summer Enrichment, ESL After tutoring program	YES	Student assessments	ESL tutoring 8 week program. Specified programs indicated growth measured by pre and post data analysis of the iReady electronic assessment in the Summer Enrichment Program.
Math	ELLs	ESL After School tutoring program, Summer Enrichment	YES	Student assessments	Specified programs indicated growth measured by pre and post data analysis of the iReady electronic assessment in the Summer Enrichment Program.
ELA	Economically Disadvantaged	PARCC tutoring, Family Latino Literacy, Summer Enrichment	YES	Student assessments	This 6 week program was offered to students who were determined at-risk, based on our needs assessment and services provided. Our pre and post data reveal that they program was successful academically. Specified programs indicated growth measured by data analysis of iReady electronic assessment.
Math	Economically Disadvantaged	PARCC tutoring, Family Latino Literacy project, Summer Enrichment		Student assessments	This 6 week program was offered to students who were determined at-risk, based on our needs assessment and services provided. Our pre and post data reveal that they program was successful academically. Specified programs indicated growth measured by data analysis of iReady electronic assessment.
ELA					

Math					
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Evaluation of 2014-2015 Interventions and Strategies

Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Web Training - Dyslexia, Data professional development, PARCC training, New IEP PROGRAM (IEP Direct),, Danielson Training	Yes	Sign in sheets, agenda and minutes	There is an increased understanding and implementation of best practices in the classroom.
Math	Students with Disabilities	Web training - Dyslexia, Data professional development, PARCC training, New IEP PROGRAM (IEP Direct), New IEP training, New IEP Program (IEP Direct),Danielson training	Yes	Sign in sheets, agenda and minutes	There is an increased understanding and implementation of best practices in the classroom.
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			

ELA	ELLs	Web Training-Dyslexia, PARCC training, Access Training, NJ ASK-Science, TESOL Conference	Yes	Teacher SGOs, Teacher formative and summative evaluations.	There is an increased understanding and implementation of best practices in the classroom
Math	ELLs	Web Training-Dyslexia, PARCC training	Yes	Teacher SGOs, Teacher formative and summative evaluations	There is an increased understanding and implementation of best practices in the classroom
ELA	Economically Disadvantaged	Web Training-Dyslexia, Data Professional Development, PARCC training	Yes	Teacher SGOs, Teacher formative and summative evaluations	There is an increased understanding and implementation of best practices in the classroom
Math	Economically Disadvantaged	Web Training-Dyslexia, Data Professional Development, PARCC training	Yes	Teacher SGOs, Teacher formative and summative evaluations	There is an increased understanding and implementation of best practices in the classroom
ELA					
Math					

Family and Community Engagement Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Parent Nights, District-wide Title I events, REAL Men Read, Executive Function workshop, 2nd Cup of Coffee and Chat & Chew, Kindergarten	Yes	Sign in sheets, agenda and minutes, parent surveys	There is an increased understanding and implementation of best practices in the classroom and at home.

		Breakfast Parent Focus Groups, Parent Workshops			
Math	Students with Disabilities	Parent Nights, District-wide Title I events, Math Bowl, Kindergarten Breakfast, Executive Function workshop, 2nd Cup of Coffee and Chat & Chew Parent Focus Groups, Parent Workshops.	Yes	Sign in sheets, agenda and minutes	There is an increased understanding and implementation of best practices in the classroom and at home.
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Parent Nights, District-wide Title I events, REAL Men Read, 2nd Cup of Coffee and Chat & Chew Parent Focus Groups, Parent Workshop, Recruit parent applications for Adult School program, ESL Family Nights, and ESL Back to School night, Family Latino Literacy	Yes	Sign-in Sheet, Agenda, Parent Surveys	Increased support from parents and students.
Math	ELLs	Parent Nights, District-wide Title I events, REAL Men Read, Math Bowl, and Chat & Chew Parent Focus Groups, Parent Workshops, Recruit parent applications for	Yes	Sign-in Sheet, Agenda, Parent Surveys	Increased support from parents and students.

		Adult School program, Translators for Family nights or any event necessary, Materials sent to parents in native language			
ELA	Economically Disadvantaged	Parent Nights, District-wide Title I events, REAL Men Read, 2nd Cup of Coffee and Chat & Chew Parent Focus Groups, Parent Workshop	Yes	Sign-in Sheet, Agenda, Parent Surveys	Increased support from parents and students.
Math	Economically Disadvantaged	Parent Nights, District-wide Title I events, Math Bowl, 2nd Cup of Coffee and Chat & Chew Parent Focus Groups, Parent Workshops.	Yes	Sign-in Sheet, Agenda, Parent Surveys	Increased support from parents and students.
ELA					
Math					

Principal's Certification

The following certification must be completed by the principal of the school. Please Note: Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

X I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Katherine Taylor
Principal's Name (Print)

(on file)
Principal's Signature

6/29/15
Date

ESEA §1114(b)(1)(A): “A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1).”

2015-2016 Comprehensive Needs Assessment Process Data Collection and Analysis

Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	NJ ASK, DRA, Benchmarks	DRA levels increased, Benchmarks showed growth and still a need for improvement in reading
Academic Achievement - Writing	NJ ASK, DRA, Benchmarks	Writing scores improved but continue to need improvement
Academic Achievement - Mathematics	NJ ASK, Benchmarks	NJ ASK scores shows improvement needed in math especially in constructed responses
Family and Community Engagement	Attendance at Programs	80% attendance at Back To School, 99% at parent/teacher conferences
Professional Development	Feedback, Completion of PARCC Training	Teacher responses to PD have been positive. PD was in Danielson and PARCC
Leadership	Principals meetings	Administration shared strengths and weaknesses while collaboration style used as vehicle to drive success for all issues
School Climate and Culture	Character Education program and activities, Anti bullying assemblies, School Theme focused on Respect	Bullying incidents went from 3 to 0 Next year we will continue to implement the Renaissance Program to improve school culture and climate. Programs such as the Homework Dance, Hard work Cafe and Student Rallies are ways to acknowledge student recognition and promote positive character.
School-Based Youth Services	NA	
Students with Disabilities	NJ ASK, DRA, Benchmarks	Test scores show difficulties with state tests
Homeless Students	NA	

Migrant Students	NA	
English Language Learners	NJ ASK, DRA, Benchmarks	Test scores show improvement. Weaknesses in comprehension. ESL instruction benefits students as well as ESL tutoring program
Economically Disadvantaged	NJ ASK, DRA, Benchmarks	Growth was shown however weakness are apparent in math and ELA.

2015-2016 Comprehensive Needs Assessment Process*

Narrative

1. What process did the school use to conduct its Comprehensive Needs Assessment? NJ ASK scores were shared with staff, and the needs assessment data will be collected and analyzed. Data is collected and reviewed at each grade level and during faculty meetings.
2. What process did the school use to collect and compile data for student subgroups? The basic skills teacher, the title one teacher and the data coach work together to address data, and a comprehensive needs assessment is developed several times per year. Data team meetings and grade articulation meetings look at benchmarks and gather data with teachers. LinkIt data is used for this process.
3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? The basic skills teacher, the title one teacher and the data coach work together to address data and a comprehensive needs assessment is developed several times per year. Data team meetings and grade articulation meetings look at benchmarks and NJ ASK.gather data with staff. Link it data is used for this process. NJ ASK data is analyzed and used.
4. What did the data analysis reveal regarding classroom instruction? Small group instruction must be developed and differentiated instruction for students based on data in math and ELA.
5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? Professional development is necessary to ensure teachers use grouping of students to enhance math and ELA student achievement. Teachers need additional support, training and materials to address multiple levels of students. Teachers need additional strategies when a student is not showing growth.

6. How does the school identify educationally at-risk students in a timely manner? Through the use of I&RS meetings held monthly, students are brought to the team's attention based on academic difficulties or behavior problems. The child study team is on the I&RS team and they present interventions to assist students. When interventions do not work after repeated times, a referral is submitted.
7. How does the school provide effective interventions to educationally at-risk students? I&RS meetings gather the types of interventions used to assist struggling students. teachers apply these interventions during instruction in the classroom.
8. How does the school address the needs of migrant students? NA
9. How does the school address the needs of homeless students? NA
10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? Teachers are given formal assessments to use to gather data. Link it and other LBD and Math Expressions tests are administered throughout the school year. Teacher make decisions based on data from assessments
11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? The guidance counselor helps in visiting schools and speaking to counselors about at risk students.
12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan? Data analysis is used to determine priority problems each year. DRA, NJ ASK and benchmarks are used to make determinations.

****Provide a separate response for each question.***

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Closing the Achievement Gap in Mathematics	Closing the Achievement Gap in English Language Arts
Describe the priority problem using at least two data sources	Electronic Student portfolio data is evident of the need to increase proficiency in Math. This has caused an achievement gap between our students and other students in the district and the state. Many of our students performed below proficiency on district Math benchmark assessments, and NJ ASK standardized tests in the areas of Mathematics.	Electronic Student portfolio data is evident of the need to increase proficiency in Language Arts. This has caused an achievement gap between our students and other students in the district and the state. Many of our students performed below proficiency on district ELA benchmark assessments, and NJ ASK standardized tests in the areas of English Language Art.
Describe the root causes of the problem	<p>Shortage of increased teacher professional development trainings. Many children have no prior pre-school experience upon entering kindergarten</p> <ul style="list-style-type: none"> · Many of our Economically Disadvantaged families do not have the skills necessary to support their child's education, homework, studying or navigating the elementary school experience · 80% of the student population receive free or reduced lunch indicating that they are economically disadvantaged · Children do not get consistent reinforcement of concepts through homework due to limited parental support, many parents have limited education and English is not their primary language · Transient student population. · Lack of best practice strategies and rigor in the classroom for the staff <ul style="list-style-type: none"> - Lack of technology (i.e. Smart Boards and laptops) 	<p>Many children have no prior pre-school experience upon entering kindergarten</p> <ul style="list-style-type: none"> · Many of our Economically Disadvantaged families do not have the skills necessary to support their child's education, homework, studying or navigating the elementary school experience · 80% of the student population receive free or reduced lunch indicating that they are economically disadvantaged · Children do not get consistent reinforcement of concepts through homework due to limited parental support, many parents have limited education and English is not their primary language · Transient student population. · Lack of best practice strategies and rigor in the classroom for staff <p>Many of our English Language Learners, have a delay in their mastery of reading and writing skills as demonstrated when</p>

		<p>they attempt to utilize these skills for decoding words, problem solving and open-ended questions.</p> <ul style="list-style-type: none"> - Shortage of increased teacher professional development trainings - Lack of technology (i.e. Smart Boards and laptops)
Subgroups or populations addressed	<ul style="list-style-type: none"> ● Economically Disadvantage ● Disabilities ● ELL Learners ● Hispanic ● African - American 	<ul style="list-style-type: none"> ● Economically Disadvantage ● Disabilities ● ELL Learners ● Hispanic ● African - American
Related content area missed (i.e., ELA, Mathematics)	ELA & Math	ELA & Math
Name of scientifically research based intervention to address priority problems	<p>Pilot or one or two personalized research based learning systems which allow targeted plans for personalized student learning (Pearson Aimsweb, Lexia Learning, Star Reading and Predictive Assessment of Reading.</p> <p>IReady online intervention computer program.</p>	Guided Math, Differentiated Instruction, Best Practices
How does the intervention align with the Common Core State Standards?	Curriculum, Assessments, Data Analysis, and school-wide programing are aligned directly to the Common Core State Standard	Curriculum, Assessments, Data Analysis, and school-wide programing are aligned directly to the Common Core State Standard

2015-2016 Comprehensive Needs Assessment Process
Description of Priority Problems and Interventions to Address Them (continued)

	#3	#4
Name of priority problem	Parental Involvement	
Describe the priority problem using at least two data sources	<u>Surveys, attendance sheet and teacher reports reveal:</u> <ul style="list-style-type: none"> Based on attendance at monthly PTA meetings, average about 4-6 parents attend Limited number of parents attend in person parent/teacher conferences due to schedule conflicts based on teacher reports Field Day 2015 out of 269 students there were about 60 parents (22%)of parents present 	
Describe the root causes of the problem	<ul style="list-style-type: none"> Parents don't understand their role in the educational process Child care arrangements Language between parents and staff Parents with non-traditional work schedules Limited transportation <u>Many parents only available after school hours</u>	
Subgroups or populations addressed	<ul style="list-style-type: none"> ● Economically Disadvantage ● Disabilities ● ELL Learners ● Hispanic ● African - American 	
Related content area missed (i.e., ELA, Mathematics)	ELA, Mathematics	
Name of scientifically research based intervention to address priority problems	Eric Jensen, Teaching with Poverty in Mind	
How does the intervention align with the Common Core State Standards?Ha	Curriculum, Assessments, Data Analysis, and school-wide programing are aligned directly to the Common Core State Standard	

ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “

2015-2016 Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Guided Reading-Intervention By Design, Best Practices,	Principal Teachers Coaches Grant Supervisor	50% of students will demonstrate increase in DRA levels	What works clearing house
Math	Students with Disabilities	Guided Math, 1st in Math,	Principal Teachers Coaches Grant Supervisor	80% of students will demonstrate increase in timed test scores	What works clearing house
ELA	Homeless	N/A		N/A	
Math	Homeless	N/A		N/A	
ELA	Migrant	N/A		N/A	
Math	Migrant	N/A		N/A	
ELA	ELLs	Guided Reading, LBD, Best Practices	Principal Teachers Coaches Grant Supervisor	70% of students will demonstrate increase in DRA levels	What works clearing house
Math	ELLs	Guided Reading, LBD, Best Practices	Principal Teachers Coaches Grant Supervisor	70% of students will demonstrate increase in DRA levels	What works clearing house

ELA	Economically Disadvantaged	Guided Reading, LBD, Best Practices,	Principal Teachers Coaches Grant Supervisor	70% of students will demonstrate increase in DRA levels	What works Clearinghouse
Math	Economically Disadvantaged	Guided Reading, LBD, Best Practices,	Principal Teachers Coaches Grant Supervisor	70% of students will demonstrate increase in DRA levels	What works Clearinghouse
ELA					
Math					

**Use an asterisk to denote new p*

2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Tutoring/Homework Help	Principal Teachers Coaches		
Math	Students with Disabilities	Tutoring/Homework Help	Principal Teachers Coaches		
ELA	Homeless	N/A		N/A	

Math	Homeless	N/A		N/A	
ELA	Migrant	N/A		N/A	
Math	Migrant	N/A		N/A	
ELA	ELLs	Family Latino Literacy Nights, Summer Enrichment, PARCC Tutoring , ESL tutoring, ESL Family Nights,	Principal Teachers Coaches		What Works Clearinghouse
Math	ELLs	ESL Family Nights, PARCC tutoring, ESL tutoring,	Principal Teachers Coaches		What Works Clearinghouse
ELA	Economically Disadvantaged	Summer Enrichment, PARCC tutoring, REAL Men Read,	Principal Teachers Coaches		What Works Clearinghouse
Math	Economically Disadvantaged	Summer Enrichment, PARCC tutoring	Principal Teachers Coaches		What Works Clearinghouse
ELA					
Math					

**Use an asterisk to denote new programs.*

2015-2016 Professional Development to Address Student Achievement and Priority Problems

ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Hamilton U.*	District	PD Engagement Surveys*	What Works Clearinghouse
Math	Students with Disabilities	Hamilton U.*	District	PD Engagement Surveys*	What Works Clearinghouse
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Hamilton U.*		PD Engagement Surveys*	What Works Clearinghouse
Math	ELLs	Hamilton U.*		PD Engagement Surveys*	What Works Clearinghouse
ELA	Economically Disadvantaged	Hamilton U.*		PD Engagement Surveys*	What Works Clearinghouse
Math	Economically Disadvantaged	Hamilton U.*		PD Engagement Surveys*	What Works Clearinghouse
ELA					
Math					

****Use an asterisk to denote new programs.***

24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

Evaluation of Schoolwide Program*

(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

4. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? The School Improvement Panel will meet to evaluate progress of the Schoolwide Plan and Interventions. Grade level PLC's will work to evaluate student progress. Principals and District Supervisors will evaluate classroom instruction. The NJEA Priority Schools Initiative Implementation Team will meet to evaluate progress of the Schoolwide Plan and Interventions

2. What barriers or challenges does the school anticipate during the implementation process? Time for the School Improvement Panel as an entire group to meet.

3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? School Improvement Panel meetings will be held the entire year. Google documents will be used to allow input from stakeholders. Reflections questions will be posted and stakeholders will be able to share their opinions and ideas.

4. What measurement tool(s) will the school use to gauge the perceptions of the community Google surveys will be utilized. Survey results and progress of the plan and interventions will be shared at PTA meetings and other school events. Academic interventions will be push-in, Basic Skills and Title I), ELL and Special Needs services will be a combination of push-in and pull-out.

5. How will the school structure interventions? Academic interventions will be push-in, Basic Skills and Title I), ELL and Special Needs services will be a combination of push-in and pull-out.

6. How frequently will students receive instructional interventions? 3-5 times a week for 30 minutes

7. What resources/technologies will the school use to support the school wide program? Computers, pilot two personalized research based learning systems which will allow targeted plans for personalized student learning (Pearson Aimsweb, Lexia Learning, Star Reading and Predictive Assessment of Reading).

8. What quantitative data will the school use to measure the effectiveness of each intervention provided? The needs and assessment and data from the personalized learning systems for individual students.

9. How will the school disseminate the results of the school wide program evaluation to its stakeholder groups? Via Googledocs and the website. PTA meetings will also be used to communicate the progress of the plan and interventions that make up the plan.

****Provide a separate response for each question.***

ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Parent Workshops	Title One Coach, Principal, Teachers	Increase in basic knowledge, meetings and agenda	Effective school family partnerships benefit all involved staff, parents and students. Parent involvement is a crucial component to student success. This partnership benefits the parents as well helping them to see their children as learners (AMES, 1993; Epstein, 1991)
Math	Students with Disabilities	Parent Workshops	Title One Coach, Principal, Teachers	Increase in basic knowledge, meetings and agenda	Effective school family partnerships benefit all involved staff, parents and students. Parent involvement is a crucial component to student success. This partnership benefits the parents as well helping them to see their children as learners (AMES, 1993; Epstein, 1991)
ELA	Homeless	NA			
Math	Homeless	NA			
ELA	Migrant	NA			
Math	Migrant	NA			
ELA	ELLs	Parent workshops	Title One Coach,	Increase in basic knowledge, meetings and agenda	Effective school family partnerships benefit all involved staff, parents and students. Parent involvement is a crucial component to student

			Principal, Teachers		success. This partnership benefits the parents as well helping them to see their children as learners (AMES, 1993; Epstein, 1991)
Math	ELLs	Parent workshops	Title One Coach, Principal, Teachers	Increase in basic knowledge, meetings and agenda	Effective school family partnerships benefit all involved staff, parents and students. Parent involvement is a crucial component to student success. This partnership benefits the parents as well helping them to see their children as learners (AMES, 1993; Epstein, 1991)
ELA	Economically Disadvantaged	Parent workshops	Title One Coach, Principal, Teachers	Increase in basic knowledge, meetings and agenda	Effective school family partnerships benefit all involved staff, parents and students. Parent involvement is a crucial component to student success. This partnership benefits the parents as well helping them to see their children as learners (AMES, 1993; Epstein, 1991)
Math	Economically Disadvantaged	Parent workshops	Title One Coach, Principal, Teachers	Increase in basic knowledge, meetings and agenda	Effective school family partnerships benefit all involved staff, parents and students. Parent involvement is a crucial component to student success. This partnership benefits the parents as well helping them to see their children as learners (AMES, 1993; Epstein, 1991)
ELA	All Students	Parent workshops	Title One Coach, Principal, Teachers	Increase in basic knowledge, meetings and agenda	Effective school family partnerships benefit all involved staff, parents and students. Parent involvement is a crucial component to student success. This partnership benefits the parents as well helping them to

					see their children as learners (AMES, 1993; Epstein, 1991)
Math	All Students	Parent workshops	Title One Coach, Principal, Teachers	Increase in basic knowledge, meetings and agenda	Effective school family partnerships benefit all involved staff, parents and students. Parent involvement is a crucial component to student success. This partnership benefits the parents as well helping them to see their children as learners (AMES, 1993; Epstein, 1991)

**Use an asterisk to denote new programs.*

2015-2016 Family and Community Engagement Narrative

- 1.** How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? The school community will have initiatives communicated to them at Back To School night, Parent Nights and other school events.
- 2.** Principal will communicate progress on the Schoolwide plan as well as interventions within the plan. Parents will be able to give feedback and ask questions.
- 3.** How will the school engage parents in the development of the written parent involvement policy? Meetings will be held at times convenient for all group members, at PTA meeting.

Parent Surveys will allow parents to give their input. This information will be used to develop evening programs.
- 4.** How will the school distribute its written parent involvement policy? Parent involvement policy will be posted on school website, district website, and robo school messenger. Information will be sent home with students.
- 5.** How will the school engage parents in the development of the school-parent compact? Parents will be surveyed to obtain their input. This information will be used to develop evening program.
- 6.** How will the school ensure that parents receive and review the school-parent compact? The parent compact will be reviewed at Back to School Night, all Title I parents are invited to a meeting prior to the whole school meeting. All parents have an opportunity to ask questions.

7. The parent contact has a tear off section that must be returned with parent signature. It will be available on website.
8. How will the school report its student achievement data to families and the community? The school report card is available on website. School data is shared at PTA meetings and other programs for parents and community members.
9. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III? A district wide letter is sent out to all families to notify them that the district has not met its annual measurable objectives.

School data is posted on the district website

Parents will be updated at all Title I events
10. How will the school inform families and the community of the school's disaggregated assessment results? School data is posted on website, Parent Advisory Council, Chat n' Chew meetings and all Title I events.
11. How will the school involve families and the community in the development of the Title I Schoolwide Plan? The plan is presented through the PTA and its meetings, title one events, parent conferences and the School Wide Title One Transition Team.
12. How will the school inform families about the academic achievement of their child/children? Through parent/teacher conferences in October and March, I & RS, report cards, interim reports
13. On what specific strategies will the school use its 2015-2016 parent involvement funds? Parent workshops and activities will be planned to support the academic curriculum, particularly reading and math that are in alignment with common core standards.

****Provide a separate response for each question.***

ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	17	The school district has a comprehensive mentoring program. Teachers are supported with relevant PD and opportunities for professional growth.
	100%	
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
	0%	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	5	Paraprofessionals are included in some professional development workshops and they are supported by building principals and the Special Services department.
	100%	
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	
	0	

* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Our district conducts an orientation for new teachers each summer. Each teacher is required to complete a minimum of 20 professional development hours.	Principal District Title 1 Coach Data Coach